**ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE**

**Literal Meaning**

* Key Word Recognition *(English to Target Language)*
* Main Idea(s)
* Supporting Details

**Interpretive Meaning**

* Organizational Features
* Guessing Meaning from Context
* Inferences
* Author’s Perspective
* Comparing Cultural Perspectives
* Personal Reaction to the Text

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| **Key Word Recognition** | | |
| Strong Comprehension | 10 | Identifies all key words appropriately within context of the text. |
| Meets Expectations | 9 | Identifies majority of key words appropriately within context of the text. |
| Approaching Expectations | 8 | Identifies half of key words appropriately within the context of the text. |
| Minimal Comprehension | 7 | Identifies fewer than half of key words appropriately within the context of the text. |
| No Comprehension | 5 | Does not identify any of the words appropriately within the context of the text. |
| **Main Idea** | | |
| Strong Comprehension | 10 | Identifies the complete main ideas(s) of the text. |
| Meets Expectations | 9 | Identifies the key parts of the main ideas(s) of the text but misses some elements. |
| Approaching Expectations | 8 | Identifies some parts of the main idea(s) of the text. |
| Minimal Comprehension | 7 | May identify some ideas from the text but they do not represent the main idea(s). They are supporting details. |
| No Comprehension | 5 | Does not provide a response. |
| **Supporting Details** | | |
| Strong Comprehension | 10 | Identifies all supporting details in the text and accurately provides information from the text to support these details. |
| Meets Expectations | 9 | Identifies the majority of supporting details in the text and provides information from the text to support some of these details. |
| Approaching Expectations | 8 | Identifies half of the supporting details in the text and may provide limited information from the text to support these details. |
| Minimal Comprehension | 7 | Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details. |
| No Comprehension | 5 | Does not provide a response. |
| **Guessing Meaning from Context** | | |
| Strong Comprehension | 10 | Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate. |
| Meets Expectations | 9 | Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate. |
| Approaching Expectations | 8 | Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate. |
| Minimal Comprehension | 7 | Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate. |
| No Comprehension | 5 | Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking. |
| **Inferences** | | |
| Strong Comprehension | 10 | Infers and interprets the text’s meaning using clear evidence from the text. |
| Meets Expectations | 9 | Infers and interprets the text’s meaning in a partially complete and/or partially plausible manner. |
| Approaching Expectations | 8 | Makes a few plausible inferences regarding the text’s meaning. |
| Minimal Comprehension | 7 | Inferences and interpretations of the text’s meaning are incomplete and/or not supported by evidence from the text. |
| No Comprehension | 5 | Does not provide a response. |
| **Cultural Perspectives** | | |
| Strong Comprehension | 10 | Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives. |
| Meets Expectations | 9 | Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives. |
| Approaching Expectations | 8 | Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives. |
| Minimal Comprehension | 7 | Identification of cultural perspectives/norms is mostly superficial or lacking And/or connection of cultural practices/products to perspectives is superficial or lacking. |
| No Comprehension | 5 | Does not provide a response. |

**Blended Rubrics**

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| **Literal Comprehension -** Key Word, Main Idea, Supporting Details | | |
| Strong Comprehension | 10 | Identifies all key words/ideas appropriately within context of the text. |
| Meets Expectations | 9 | Identifies majority of key words/ideas appropriately within context of the text. |
| Approaching Expectations | 8 | Identifies half of key words/ideas appropriately within the context of the text. |
| Minimal Comprehension | 7 | Identifies fewer than half of key words/ideas appropriately within the context of the text. |
| No Comprehension | 5 | Does not identify any of the words/ideas appropriately within the context of the text or does not respond. |

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| **Interpretive Comprehension -** Organizational Features, Guessing Meaning from Context, Inferences, Author’s Perspective, Comparing Cultural Perspectives, Personal Reaction to the Text | | |
| Strong Comprehension | 10 | Infers and interprets the text’s meaning using clear evidence from the text. |
| Meets Expectations | 9 | Infers and interprets the text’s meaning in a partially complete and/or partially plausible manner. |
| Approaching Expectations | 8 | Makes a few plausible interpretations and inferences regarding the text’s meaning. |
| Minimal Comprehension | 7 | Inferences and interpretations of the text’s meaning are incomplete and/or not supported by evidence from the text. |
| No Comprehension | 5 | Does not provide a response. |